MATHS PLANS

LEVEL:- 2

TERM :- 2

Based on Get ahead mathematics.

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Based on Get ahead mathematics-

Level :- 2

Term :- 2

Week :- 1

Day :- 1

Objective :- Students will be able to have the concept of half.

Material :- Fruit, Biscuits, Bread, Paper Squares, Triangles Rectangles and circles.

Procedure :-

Warm up :- Ask students in quick way

10 + 4 = ☐ (14)

20 + 6 = ☐ (26) and so on.

Activity 1 :-

- Call 2 students.
- Say class it is an apple. Now I divide it to share between 2 friends. (Teacher will cut this in unequal parts)
- Ask class is it the equal share? (No)
- Why?
- Discuss with class all pieces are not of equal size.
- Then show an apples cut in equal pieces.
- Ask class is these equal pieces? (Yes)
- Why? (Because all pieces are of equal size)

Activity 2:-

- Paste two circles one the board like

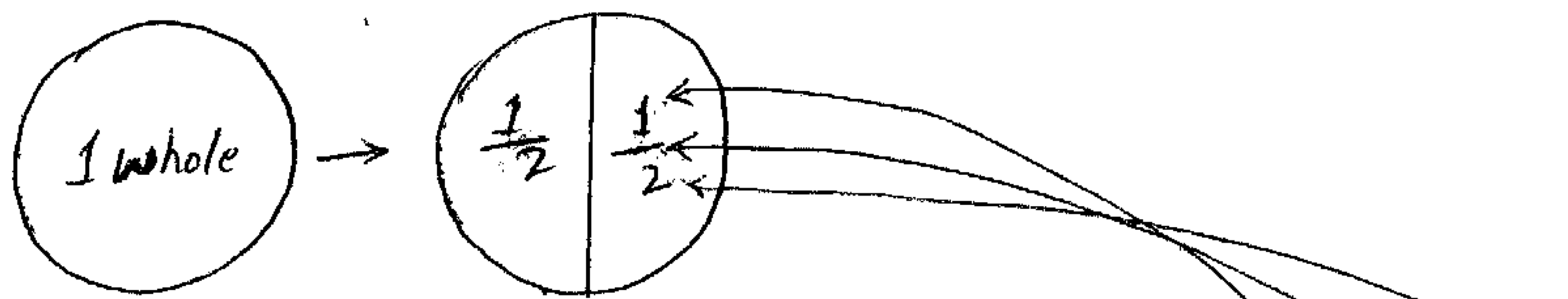
1 whole → $\frac{1}{2}$ | $\frac{1}{2}$

Explanation.

- Now teacher will explain dividing line is —
- Below it the total number of parts are writ and above the line the part each get(1).
- We read it as 1 out of 2 equals parts.
- Emphasize on a whole and fraction.
- Fraction is part or piece of a whole.

C.W:- Draw different shapes and show $\frac{1}{2}$ of each.

Activity 2:-

- Paste two circles one the board like·

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Explanation.

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- Below it the total number of parts are writ and above the line the part each get(1).
- We read it as 1 out of 2 equals parts.
- Emphasize on a whole and fraction.
- Fraction is part or piece of a whole.

C·W:- Draw different shapes and show $\frac{1}{2}$ of each·

Level:- 2

Term:- 2

Week:- 1

Day:- 2

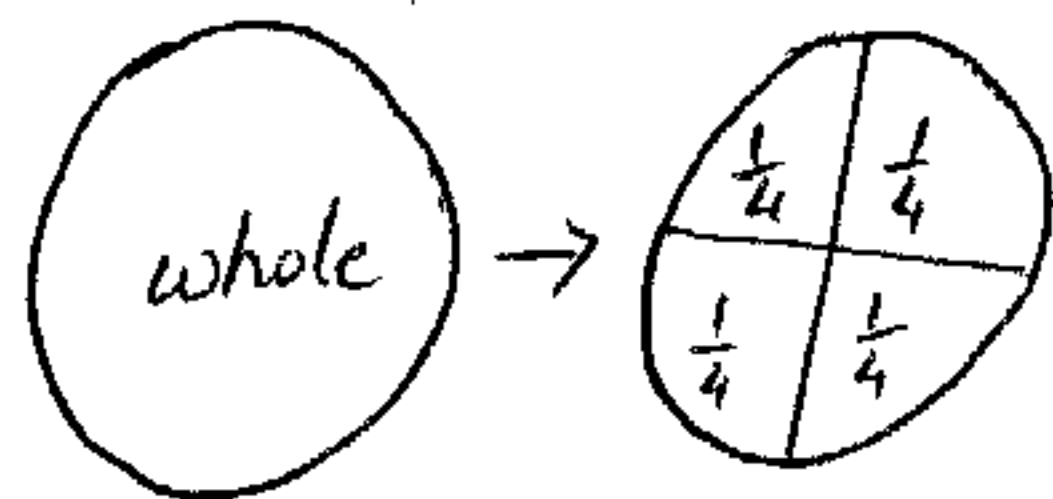
Objective:- Students will be able to have a concept of 1 fourth.

Material:- Cut outs of circle, copies, pencils.

Procedure:- Warm up.

- Ask What is fraction? (parts of who
- How can we divide a whole in half?
- What is the meaning of $\frac{1}{2}$? (1 out of 2 equal parts

Explanation.

- When we divide a whole in 4 equal parts. It is called quarter.
- Paste two circles on the board like.

We read it as 1 out of 4 equal part

C.W:- P#27 (part 1, 2) in copies

.W:- P#27 (part 3) "

3

Level:- 2

Term :- 2

Week:- 1

Day :- 3

Objective:- Students will be able to have a concept of 3 fourths.

Activity:- Colouring.

Material:- Papers circles, squares.

Procedure:- Warm up.

Ask Questions.

1. What is quarter? (when we divide a whole in 4 equal parts)
2. How we write 1 out of 4 equal parts? ($\frac{1}{4}$)

Explanation.

- Paste a square on the board and ask from student How can we show quarter.
- Draw lines to show quarter.
- Colour in 3 parts of it. and explain.

Three fourths means three out of 4 equal part

- We write this as $\frac{3}{4}$.

- W:- P#28 (in copies)

Level:- 2

Term:- 2

Week:- 1

Day:- 4

Objective:- Students will be able to have a concept of one third.

Material:- Cut outs of square like □.

Procedure:- Warm up questions.

1- What is three fourth?

Explanation through activity.

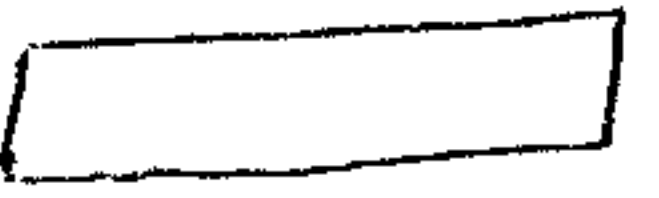
- Paste a cut out of square on the board.
- Ask students how can we divide this in 3 equal parts.

How can we show 1 third of it? colour 1 part of it.

One third mean one out of 3 equal parts.

- W:- Page # 29 (Part 1)

W:- Page # 29 (Part 2)

Level:- 2

Term:- 2

Week:- 1

Day:- 5

Objective:- Students will be able to have a concept of two thirds.

Activity:- Colouring.

Material:- Cut outs of Rectangle like

Procedure:- Warm up Question.

1. What is one third?

Activity:- Make groups.

- Give one cutout in any shape to each group.
- Ask them to divide these in 3 equal parts and colour in 2 parts of it.

Explanation:-

Two thirds means two out of three equal parts.

C.W:- p#30 (in copies)

Level:- 2

Term:- 2

Week:- 1

y :- 6

jective:- Students will be able to know more about fraction.

ctivity:- written work.

aterial:- As used in previous days.

ocedure:- Warm up questions.

1. What is fraction?
2. What is 1 ~~third~~?
3. What is 2 thirds?
4. What is 1 fourths?
5. What is 3 fourths?

W:- P#31 (in copies).

:- Assessment of P# 27 to 31.

Level:- 2
Term:-2
week:-2
Day:-1

Assessment

level:- 2
erm:-2
eek:-2
ay:-2
ective:- Students will be able to know about fraction

Activity:- Colouring.
Material:- Different shapes as shown on p # 32.

re:- Warm up:-
1. Paste three flowers on the board, ask stude
→ how many flowers are these? (3)
→ How can we show one third of these? (colour the 1 flo
Follow the same procedure with other Quest given on p # 32.

CW:- First 4-parts of question 1 from p # 32.
H.W:- Remaining parts of question 1 from p # 32.

el:- 2
m:-2
:-2
ay:- 3
:- Students will be able to know about fractio

vity:- Drawing colouring.
rial:- Cutouts of ○, □, ▭, △ as shown on p # 33.

ure:- Warm up:-

> Paste a circle on the board and ask from class what is this? (a circle, a whole shap
How can we show one fourth of it?
write their response on the board.

Explain.
To show one fourth of it first we will divide it in four equal parts then each part is one fourth of it, so we will colour in any part of it.
Follow the same procedure for other shapes given on p#33.
W:- First 4 parts of Question 1 from p# 33.

el:- 2

m:- 2
:- 2
:- 4

:- Do; practise of fraction topic (in copies)

:- Remaing 4 parts of Question 1 from p# 33.

:- 2
:- 2
:- 2
:- 5

ve:- Students will be able to add ± units.

ity:- Adding.
al:- Copies, pencils, Flash card of '+'.
e:-
m up:-
Show them flash card of '+' and ask
- What is this symbol?
- For which purpose we use this symbol?

ivity:- Ask students to count the tubelights and fans from class.

→ How many fans are there?

→ How many bulb or tubelights are there?

will write their responses on the board e.g (2+3=5)

→ Now ask them to add these.

Explain {addition mean putting together.}

Teacher can give some more examples like this

.W:- Question 1 from p#34. (in copies)

el:- 2

:- 2

:- 2

ay:- 6

jective:- Students will be able to complete the addition table.

ivity:- Completing table through addition.

rial:- Chart on which table is drawn (see P# 3

ure:- warm up: → Choral drill of counting 1 to 20.

→ Paste the chart (as shown on the p#34) on t board.

→ Complete this chart with the help of stu

W:- Ask students to draw the same table in their copies.

W:- Assessment of work done in week 2.

el: 2
m :- 2
eck :- 3
ay :- 1

Assessment.

l :- 2
:- 2
k :- 3
:- 2

jective :- Students will be able to know about ten.

tivity :- Making ten.

aterial :- Straws, pencils, cryons.

re :- Warm up.
-> Choral drill of counting (1 — 10)
-> Make groups, give any material in different numbers (less than to 10) to each group.
-> Ask them to count these.
-> Teacher will write the responses on the board of each group.
-> Now Ask from each group one by one.
-> How many more straws/cryons you need for making
e.g (6 + — = □) Teacher can give some more example
- C.W :- Question 1 from p# 35.

H.W :- Question 2 from p# 35.

el :- 2
:- 2
:- 3
:- 3

ve :- Students will be able to add units and tens

vity :- Addition.

rial :- Straws, pencils, rubber band.

e :- warm up.

Ask randomly

2+2 = ? 3+2 = ? 9+1 = ? and so on.

-> Make groups, give them any material to make tens.

> Collect the tens from each group.

> Ask how many tens I have ?

> Now take some loose material like 3 straws.

> Ask now I have how many straws ?

e.g 40 + 3 = 43

Give some more examples like this.

C.W:- Do. P# 36 in copies.

vel:- 2
erm:- 2
eek:- 3
ay:- 4

Objective:- Students will be able to make 20 with different material or numbers.

tivity:- Making 20.

terial:- Straws, pencils, cryons.

cedure:- Warm up:-
-> Choral drill of counting (1—20)

Follow the same procedure as used in week 3 Day 2 for explanation (but use the number of material less than to 20 intead of 10.)

W:- First 9 parts of question 1 P#37.

Remaining part of question 1 P#37.

level :- 2
Term :- 2
Week :- 3
Day :- 5

Objective :- Students will be able to add tens and units

Activity :- Addition.

Material :- Copies, pencils, erasers.

Procedure :- warm up :-

→ Ask randomly.

3+2 = ?   4+9 = ?   and so on.

→ Write these numbers on board

T	U
1	2
+ 1	5
2	7

Explain. In this Question we have 2 digits (T and U) so first we will add units (2+5 = 7).
→ write the answer under the unit.
→ Now we will add tens (1+1 = 2)
write the answer under the ten.

→ 12+15 = 27.

Explain some more questions like this.

C.W :- First 6 parts from Exercise 1, P# 38 (in copies)

evel :- 2
Term :- 2
eek :- 3
ay :- 6

Follow the same procedure as used in previous day.

C.W :- Remaining parts from Exercise 1 P# 38. (in copies)

M.. :- Assessment of work done in week 3.

Level:- 2
Term: -2
Week: -4
Day:- 1

Assessment.

level:- 2
Term: - 2
week:- 4
Day:- 2

Objective:- Students will be able to add 2 digit numbers without carrying.

Activity:- Addition.

aterial:- Copies, pencils.

rocedure:- Follow the same procedure as used in Day 5 of week 3, Term 2. (with different numbers)

C.W:- First 4 Questions from P# 39.

W:- Next 4 Questions from P# 39

evel:- 2
erm:- 2
:- 4
:- 3

Follow the same Procedure as used in Previous day. (with different numbers).

W:- Next 4 Questions from P# 39.

Level:- 2
Term:- 2
Week:- 4
Day:- 4

Follow the same procedure as used in previous day for explanation

C-W:- Remaining questions from p# 39.

H.W:- 1st 4 questions from p# 40.

Level:- 2
Term:- 2
Week:- 4
Day:- 5

Objective:- Students will be able to know more about addition.

Activity:- Addition.
Material:- Copies, pencils, erasers.

Procedure:- Write some question from p# 40 on board and call students one by one to solve questions on board.

.W:- Next four questions from p# 40.

el:- 2
erm:- 2
eek:- 4
ay:- 6

Follow the same procedure as used in previous day. (with different numbers).
.W:- Next 4 questions from p# 40.
W:- Remaining questions from p# 40.

:- 2
erm:- 2
week:- 5
Day:- 1
Objective :- Students will be able to know more about addition.

Follow the same procedure as used in previous day:-

C.W:- First 8 Question from P# 41.

Level:- 2
Term :- 2
week :- 5
Day :- 2
Do the practise of addition topic.
C.W:- Remaining 8 questions from P# 41.
H.W :- Assessment of work done in week

Level: -2
Term: -2
Week: -5
Day: 3

Assessment.

el: -2
rm :- 2
eel :- 5
Day :- 4
jective:- Students will be able to subtract tens and units.
tivity:- Subtracting.
rial:- Copies, pencils, erasers.

rocedure:- Warm up Questions.

ask 3 - 2 = ?   4 - 1 = ?   and so on.

→ Explanation:-

write a Question on the board like

T U
6 7
- 2 5
4 2

we have 2 digit numbers.
1st we subtract unit from unit
7 - 5 = 2
write the answer under unit.
n we subtract tens from tens.

6 - 2 = 4
ite the answer under ten.
its mean

67 - 25 = 42

Teacher can give some more examples like this. (with different numbers)

W:- First four Questions from p#42.

W:- Next four Questions from p#42.

1.-2
:-2
k:-5
:-5

ective:- Students will be able to know about subtraction of 2 digit numbers.

tivity:- Subtracting.

rocedure :- Follow the same procedure as used in previous day.

w :- Next four Questions from p# 42

el :- 2

erm :- 2

eck :- 5

ay :- 6

Follow the same procedure as used in previous day.

C.W :- Remaining Questions from p# 42.

H.W :- First 5 question from p#43.

evel :- 2

erm :- 2

k :- 6

ay :- 1

jective :- Students will be able to know more about subtraction.

ivity :- Subtracting.

terial :- Copies, pencils.

ure :- Write some Questions on board. Call students one by one to solve the question.

w :- Next 4 Questions from p#43.

Level :- 2
Term :- 2
week :- 6
Day :- 2

For practicing subtraction topic fallow the sam
Procedure as used in previous day.

C.W :- Any 5 questions from P# 44. (in cop

H.W :- Assessment of subtraction topic.

el :- 2
rm :- 2
eek :- 6
ay :- 3

Assessment

el :- 2
m :- 2
:- 6
:- 4

ctives :- Students will be able to add two digit numbers with carry.

ity :- Addition with carry.

terial :- Copies , pencils.

dure :- warm up.
Ask from students
4+3 = ?   9+3 = ?   and so on.

Explanation :- Write a Question on the board

	T	U
	4	3
+	2	7
	7	0

→ we have two digit numbers.
→ So first we add units then tens.
→ On the unit place we will add $3+7=10$ we got 10 which has 1 ten and 0 units. So we will keep '0' in units place and tranfer 1 of (10) to tens place.
→ Now we will add tens $1+4+2=7$ write the answer in tens place.
Its mean $43+27=70$

Give some more examples for further explanation by using same above mentioned procedure.

C.W :- First 4 Questions from p# 45

H.W :- Next 4 Questions from p# 45.

wel :- 2
erm :- 2
eek :- 6
y :- 5

Objective :- Students will be able to know more about Addition by carrying.

Activity :- Adding 2 digit numbers.

aterial :- Copies, pencils, erasors.

ocedure :- Follow the same procedure as used in Previous day.

C.W:- Next 4 Questions from p#45.

H.W :- None.

Level: -2
Term :- 2
week:-6
Day:-6
Objective:- Students will be able to know more about Addition by carrying.

Activity :- Adding 2 digit numbers.

Material:- Pencils, erasers copies.

Procedure:- Write some Questions from p # 45 on board. Call students one by one and ask them to add these.

C.W:- Remaining 4 Questions from p#45.

H.W:- First 5 Questions from p# 46.

Level:-2
Term :-2
Week :-7
Day :- 1

Follow the same procedure as used in Previous day.

C.W:- Next 5 Questions from p#46

level. 2

Term. 2

eek :- 7

ay :- 2

Follow the same procedure as used in previous day.

C.W:- Next 5 question from p# 46.

.w :- Remaining 5 questions from p# 46.

. . :- 2

erm :- 2

eek :- 7

ay :- 3

Do the prattise of question addition by carrying. in copies.

Hw:- Assessemt of P# 45, 46.

level: - 2

Term :- 2

week :- 7

Day :- 4

Assessment.

el:- 2

m:- 2

eek :- 7

ay :- 5

bjective:- Students will be able to subtract two digit numbers with borrow.

tivity:- Subtracting.

aterial:- Copies. pencils.

8

cedure:-

warm up questions.

→ 8 - 3 = ? 9 - 8 = ? and so on.

Write question on the board.

	T	O
	6	2
−	2	5

Explain:-

we know that first we subtract the Units.

2 − 5 = ? Units are not enough to subtract f

we need more units. So we can take 1 ten from tens column and change it into 10 units

→ Now we have 10+2 = 12 units and 5 tens.

	T	U
	~~6~~ 5	~~2~~ 12
−	2	5
	3	7

→ So 12 − 5 = 7 units

→ 5 tens − 2 tens = 3 tens

Give some more examples for further explanation by using same above mentioned procedure.

C.W:- First 4 Questions from p# 47.

H.W:- Next 4 Questions from p# 47.

l:-2
m:-2
:-7
:6

Follow the same procedure as used in previous

C.W:- Next 4 questions from p#47.

level:-2
erm:-2
ek:-8
ay:-1

ective:- Students will be know more about subtra
by borrowing.

tivity:- Subtracting.

terial:- Copies, pencils.

dure:- → Write some questions on the board from
P# 47
→ Call students one by one to solve the
Questions.

C.W:- Remaining 4 questions from p#47

H.W:- First 3 questions from p#48.

level:-2
erm:-2
eek:-8
ay:-2

Follow the same procedure as used in previou
day.

C.W:- Next 3 questions from p#48

cl:- 2
:- 2
: 8
ay :- 3

Follow the same procedure as used in previous day.

C.W:- Remaining 3 questions from p# 48.
H.W:- Any 5 questions from p# 47, 48.

level:- 2
erm :- 2
ek :- 8
y:- 4

C.W Do the practise of subtraction with borrow in copies.

HW:- Assessment of p# 47, 48.

level:- 2
Term:- 2
eek :- 8
ay :- 5

Assessment.

Level:- 2
[illegible]rm :- 2
[illegible]k :- 8
Day :- 6

Objective:- Students will be able to read and write the table of 2.

Activity:- writing table 2.

Material:- Charts, match sticks, copies, pencils.

[illegible]cedure:- warm up:-

- Ask students 2+2 is ? 4+2 is ? and soon.
- Call a student in front and ask from students how many hands he has? (2)

Now call one more student and ask how many hands these 2 have? (4)

Repeat this procedure by adding more students.

Now paste a chart with the match sticks which show $2 \times 1 = 2$ [match sticks]
$2 \times 2 = 4$ [match sticks] [match sticks]

[illegible]w :- Write table of 2 in copies.

[illegible]w :- Learn the table of 2.